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Baker University
Alternative, IHE-based Program
2010-11

Print Report Card

Program Information

Name of Institution: Baker University

Institution/Program Type: Alternative, IHE-based

Academic Year: 2010-11

State: Kansas

Address: 8001 College Boulevard

Suite 100

Overland Park, KS, 66210

Contact Name: Mrs. Bethany Teppe

Phone: 913-344-1229

Email: bethany.teppe@bakeru.edu

Is your institution a member of a Teacher Quality Enhancement (TQE) partnership grant: No

TQE partnership name or grant number, if applicable:

Section I.a Program Admission

For each element listed below, check if it is required for admission into any of your initial teacher certification program(s) at either the undergraduate or postgraduate level.

Element	Undergraduate	Postgraduate
Application	No	Yes
Fee/Payment	No	No

Transcript	No	Yes
Fingerprint check	No	No
Background check	No	No
Experience in a classroom or working with children	No	No
Minimum number of courses/credites/semester hours completed	No	No
Minimum high school GPA	No	No
Minimum undergraduate GPA	No	Yes
Minimum GPA in content area coursework	No	No
Minimum GPA in professional education coursework	No	No
Minimum ACT score	No	No
Minimum SAT score	No	No
Minimum GRE score	No	No
Minimum basic skills test score	No	Yes
Subject area/academic content test or other subject matter verification	No	Yes
Recommendation(s)	No	Yes
Essay or personal statement	No	No
Interview	No	Yes
Resume	No	Yes
Bachelor's degree or higher	No	Yes
Job offer from school/district	No	No
Personality test	No	No
Other (specify:)	No	No

Provide a link to your website where additional information about admissions requirements can be found:

www.bakeru.edu/soe-prospective-students/restricted-licensure

Indicate when students are formally admitted into your initial teacher certification program:
Postgraduate

Does your initial teacher certification program conditionally admit students? No

Please provide any additional about or exceptions to the admissions information provided above:

Candidates are accepted into the Restricted Licensure Program after verification that they have met all program admittance requirements and successfully completed the Restricted Licensure interview. At this point, applicants receive an acceptance letter into the program. They are admitted upon enrolling in the first Restricted Licensure course.

The basic skills test is waived if the cumulative college GPA is a 3.0 or higher on a 4.0 scale. The resumes must include the contact information for three references, which are different than the letters of recommendation.

Section I.b Program Enrollment

Provide the number of students in the teacher preparation program in the following categories. Note that you must report on the number of students by ethnicity and race separately. Individuals who are non-Hispanic/Latino will be reported in one of the race categories. Also note that individuals can belong to one or more racial groups, so the sum of the members of each racial category may not necessarily add up to the total number of students enrolled.

Total number of students enrolled in 2010-11:	50
Unduplicated number of males enrolled in 2010-11:	29
Unduplicated number of females enrolled in 2010-11:	21

2010-11	Number enrolled
Ethnicity	
Hispanic/Latino of any race:	3
Race	
American Indian or Alaska Native:	0
Asian:	1
Black or African American:	1
Native Hawaiian or Other Pacific Islander:	0
White:	44
Two or more races:	2

Section I.c Supervised Experience

Provide the following information about supervised clinical experience in 2010-11.

Average number of clock hours required prior to student teaching	0
Average number of clock hours required for student teaching	0
Number of full-time equivalent faculty in supervised clinical experience during this academic year	1
Number of full-time equivalent adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)	42
Number of students in supervised clinical experience during this academic year	39

Please provide any additional information about or descriptions of the supervised clinical experiences:

Baker University's Restricted Licensure Program allows candidates immediate access to the classroom as a teacher-of-record. Candidates arrive at Baker already possessing a bachelor's degree in a content area; consequently, Baker does not provide the subject area the candidate seeks licensure in nor does Baker provide the candidate's academic major. Baker's Restricted Licensure Program provides pedagogy-related courses to prepare the candidate for initial licensure.

The Restricted Licensure program is a three-year program during which time the candidate is enrolled in a Supervised Practicum each semester. Baker University provides a University Supervisor who conducts a

minimum of two supervision visits per semester. During these visits, the University Supervisor visits with the building-level mentor teacher and/or the building administrator to discuss the candidate's progress, observe the candidate during an instructional setting, visit with the candidate, and complete the Restricted Licensure Candidate Evaluation form with the candidate. Both the candidate and the Supervisor receive a copy of the form. Baker also keeps a copy in the candidate's permanent file. This form also is used by the candidate's building-level mentor teacher and administrator, whom the University Supervisor also stays in close contact with throughout the school year.

For a two-year period, because of the economy, students were allowed to enter the Restricted Licensure program without a teaching position. Effective September 2010, the program was amended to state that no one could enter the program without a teaching contract. We have a few students who entered the program in 09-10 without a contract, and as agreed at the time they entered the program, must return to a student teaching block through Baker University in order to complete the state requirements for University initial license.

Section I.d Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2010-11. For the purposes of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area. If no individuals were prepared in a particular subject area, please leave that cell blank. (§205(b)(1)(H))

Subject Area	Number Prepared
Education - General	
Teacher Education - Special Education	
Teacher Education - Early Childhood Education	
Teacher Education - Elementary Education	
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	
Teacher Education - Multiple Levels	
Teacher Education - Agriculture	
Teacher Education - Art	2
Teacher Education - Business	1
Teacher Education - English/Language Arts	
Teacher Education - Foreign Language	
Teacher Education - Health	1
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	1
Teacher Education - Music	1
Teacher Education - Physical Education and Coaching	1
Teacher Education - Reading	

Teacher Education - Science Teacher Education/General Science	1
Teacher Education - Social Science	
Teacher Education - Social Studies	
Teacher Education - Technical Education	
Teacher Education - Computer Science	1
Teacher Education - Biology	6
Teacher Education - Chemistry	3
Teacher Education - Drama and Dance	
Teacher Education - French	1
Teacher Education - German	1
Teacher Education- History	
Teacher Education - Physics	
Teacher Education - Spanish	4
Teacher Education - Speech	1
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	
Teacher Education - English as a Second Language	
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Other Specify: Journalism	1

Section I.d Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2010-11. For the purposes of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank. (§205(b)(1)(H))

Academic Major	Number Prepared
Education - General	
Teacher Education - Special Education	
Teacher Education - Early Childhood Education	
Teacher Education - Elementary Education	
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	
Teacher Education - Agriculture	

Teacher Education - Art	
Teacher Education - Business	
Teacher Education - English/Language Arts	
Teacher Education - Foreign Language	
Teacher Education - Health	
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	
Teacher Education - Music	
Teacher Education - Physical Education and Coaching	
Teacher Education - Reading	
Teacher Education - Science	
Teacher Education - Social Science	
Teacher Education - Social Studies	
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	
Teacher Education - Chemistry	
Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	
Teacher Education - History	
Teacher Education - Physics	
Teacher Education - Spanish	
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	
Teacher Education - English as a Second Language	
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Curriculum and Instruction	
Education - Social and Philosophical Foundations of Education	
Liberal Arts/Humanities	
Psychology	
Social Sciences	

Anthropology	
Economics	
Geography and Cartography	
Political Science and Government	
Sociology	
Visual and Performing Arts	3
History	
Foreign Languages	6
Family and Consumer Sciences/Human Sciences	
English Language/Literature	
Philosophy and Religious Studies	
Agriculture	
Communication or Journalism	3
Engineering	
Biology	3
Mathematics and Statistics	1
Physical Sciences	3
Astronomy and Astrophysics	
Atmospheric Sciences and Meteorology	
Chemistry	1
Geological and Earth Sciences/Geosciences	
Physics	
Business/Business Administration/Accounting	2
Computer and Information Sciences	
Other Specify:	

Section I.e Program Completers

Provide the total number of initial teacher certification preparation program completers in each of the following academic years:

2010-11: 22

2009-10: 12

2008-09: 12

Section II. Annual Goals

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or

alternative routes to state certification or licensure program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. IHEs that do not have a teacher preparation program in one or more of the areas listed below can enter NA for the area(s) in which the IHE does not have that program.

Teacher shortage area	Goal for increasing prospective teachers trained
Mathematics	**Academic year:** 2010-13 **Goal:** Increase math cand by 10% **Goal met?** Yes **Description of strategies used to achieve goal:** In the 09-10 academic year Baker University did not have any mathematics candidates complete the program. For the 10-11 academic year Baker had one mathematics candidate complete the program. Description of strategies used to achieve goal: 1. Communicate with all licensure candidates about the option to earn an added endorsement through content testing only upon receiving Initial Teaching License. 2. Actively engage in the recruiting process to identify students with an interest in math. 3. Promote the need for math teachers through recruiting trips to school districts. 4. Specific marketing strategies through newsletters, on-line information sessions, evening information sessions, website development and career fairs are used to increase the enrollment in our Restricted Licensure math teacher program. **Description of steps to improve performance in meeting goal or lessons learned in meeting goal:** 1. Identify those candidates who have several math courses on their transcript and contact them regarding the added endorsement option near their completion of RL program. 2. Meet with those candidates to advise a plan of study to achieve goal. 3. E-mails sent twice a year to those identified RL completers informing them of the opportunity to add additional areas by test only.
Science	**Academic year:** 2010-13 **Goal:** Increase sci. cand by 10% **Goal met?** Yes **Description of strategies used to achieve goal:** For the 09-10 academic year, Baker University had three science candidates complete

the program. For the 10-11 academic year, Baker had seven science candidates complete the program.

Description of strategies used to achieve goal:

1. Communicate with all licensure candidates about the option to earn an added endorsement through content testing only upon receiving Initial Teaching License.

2. Actively engage in the recruiting process to identify students with an interest in science.

3. Promote the need for science teachers through recruiting trips to school districts.

4. Specific marketing strategies through newsletters, on-line information sessions, evening information sessions, website development and career fairs are used to increase the enrollment in our Restricted Licensure science program.

Description of steps to improve performance in meeting goal or lessons learned in meeting goal:

1. Identify those candidates who have several science (Biology, Chemistry, or Physics) courses on their transcript and contact them regarding the added endorsement option near their completion of the RL program.

2. Meet with those candidates to advise a plan of study to achieve goal.

3. E-mails sent twice a year to those identified RL completers informing them of the opportunity to add additional areas by test only.

Special education	**Academic year:** 2010-13
	Goal: N/A
	Goal met?
	Description of strategies used to achieve goal:
	The Kansas State Department of Education does not recognize special education as an initial licensure program.
	Description of steps to improve performance in meeting goal or lessons learned in meeting goal:
	The Kansas State Department of Education does not recognize special education as an initial licensure program.
Instruction of limited English proficient students	**Academic year:** 2010-13
	Goal: N/A
	Goal met?
	Description of strategies used to achieve goal:
	The Kansas State Department of Education does not recognize English for Speakers of Other Languages (ESOL) as an initial licensure program.
	Description of steps to improve performance in meeting goal or lessons

	learned in meeting goal:
	The Kansas State Department of Education does not recognize English for Speakers of Other Languages (ESOL) as an initial licensure program.
N/A	**Academic year:** 2010-13
	Goal: N/A
	Goal met?
	Description of strategies used to achieve goal:
	N/A
	Description of steps to improve performance in meeting goal or lessons learned in meeting goal:
	N/A

Provide any additional comments, exceptions and explanations below:

Section II. Assurances

Please indicate whether your institution is in compliance with the following assurances.

Training provided to prospective teachers responds to the identified needs of the local educational agencies or States where the institution's graduates are likely to teach, based on past hiring and recruitment trends.
Yes

Training provided to prospective teachers is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.
Yes

Prospective special education teachers receive coursework in core academic subjects and receive training in providing instruction in core academic subjects.
NA

General education teachers receive training in providing instruction to children with disabilities.
Yes

General education teachers receive training in providing instruction to limited English proficient students.
Yes

General education teachers receive training in providing instruction to children from low-income families.
Yes

Prospective teachers receive training on how to effectively teach in urban and rural schools, as applicable.
Yes

Describe your institution's most successful strategies in meeting the assurances listed above:

Assurance # 1

Course: Introduction to Teaching

Objective: Candidates will understand how the community and various agencies interrelate and interact with public schools. Objective: Be able to articulate a teacher's legal duty in area which include, but are not limited to supervision, liability, freedom of expression, creating a safe and orderly confidential environment, copyright, and plagiarism. Comment: this course covers professional skills and responsibilities. Included is history of education and current trends.

Course: Understanding the Foundations of Education

Objective: Candidates will understand how the community and various agencies interrelate and interact with public schools. Objective: Be able to articulate a teacher's legal duty in areas which include, but not limited to supervision, liability, freedom of expression, creating a safe and orderly confidential environment, copyright and plagiarism. Comment: This course covers professional skills and responsibilities. Included is history of education and current trends.

Assurance # 2

Course: Planning for Instruction

Objective: Candidates will demonstrate their design for a supportive learning environment and articulate its affect on learning.

KSDE Professional Education Standard: Standard #5 The educator uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Course: Understanding the Learner

Objective: Candidates demonstrate understanding of the influences on the learning process including motivation/attribution theory. Candidates will demonstrate understanding of the influences on the learning process including basic needs of learners, and social and moral influences.

Assurance # 3

The Kansas State Department of Education does not recognize Special Education as an initial licensure program.

Assurance # 4 and # 5

Course: Working with Diverse and Exceptional Learners

Objective: Candidates will know the KSDE standards required for the content area and the effective practices, trends, and values/beliefs associated with the area of working with students with diverse learning needs. Candidates will understand the legal foundations for special education, developmental disability services and linguistic diversity.

Course Understanding the Learner

Objective: Candidates will demonstrate an understanding of strategies for differentiating instruction for learners with special needs. Comment: Students will learn to adapt, modify and enhance curriculum including assistive technology.

Assurance # 6

Courses: Understanding the Learner; Working with Diverse and Exceptional Learners

Objective: Candidates will understand ecological theory and its use for identifying how family, community, and society at large impact individual student learning and the delivery of special education services and services for students who have limited English skills. Candidates will demonstrate an understanding of diverse learning styles, multiple intelligences, and strategies for differentiating instruction for learners with special needs. KSDE Professional Education Standard: Standard # 3 The educator demonstrates the ability to provide different approaches to learning and creates instructional opportunities that are equitable, that are based on developmental levels, and that are adapted to diverse learners, including those with exceptionalities.

Assurance # 7

Course: Becoming a Reflective Teacher

Objective: Candidates will understand how the community and various agencies interrelate and interact with the public schools. Candidate will demonstrate an understanding of diverse learning styles and multiple intelligences. Candidates will demonstrate an understanding of adolescent social and emotional development that affect attitude.

Summary comment:

The reason that Baker University is so successful in meeting the assurances is the design of the classes! The courses have a spiral design. Topics are introduced in one class, explored in a second and then applied in another. The repeating of the important objectives insures that Baker University students not only understand the concepts taught, but have studied them and are required to use them.

Section III. Assessment Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)	State Average pass rate (%)	State Average scaled score
ETS0133 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1					
ETS0133 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	2					
ETS0133 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	2				100	175
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1				85	163
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	2				100	165
ETS0235 -BIOLOGY CONTENT	7				97	168

Assessment	Number Taking Test				Pass Rate (%)	Average Scaled Score
KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10						
ETS0235 - BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	2				100	169
ETS0100 - BUSINESS EDUCATION Educational Testing Service (ETS) Other enrolled students	1					
ETS0100 - BUSINESS EDUCATION Educational Testing Service (ETS) All program completers, 2010-11	3					
ETS0100 - BUSINESS EDUCATION Educational Testing Service (ETS) All program completers, 2009-10	4				100	668
ETS0100 - BUSINESS EDUCATION Educational Testing Service (ETS) All program completers, 2008-09	2					
ETS0101 - BUSINESS EDUCATION: CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1				100	174
ETS0245 - CHEMISTRY CONTENT KNOWLEDGE II Educational Testing Service (ETS) Other enrolled students	3					
ETS0245 - CHEMISTRY CONTENT KNOWLEDGE II Educational Testing Service (ETS) All program completers, 2010-11	1					
ETS0041 - ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1				93	180
ETS0041 - ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	3				100	188
ETS0173 - FRENCH CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	1					
ETS0181 - GERMAN CONTENT KNOWLEDGE Educational Testing Service (ETS)	1					

All program completers, 2010-11						
ETS0061 - MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	1				100	155
ETS0061 - MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	1				100	150
ETS0061 - MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	1				100	147
ETS0113 - MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	1					
ETS0091 - PHYSICAL ED: CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	2					
ETS0091 - PHYSICAL ED: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	1					
ETS0265 - PHYSICS CONTENT KNOWLEDGE II Educational Testing Service (ETS) Other enrolled students	1					
ETS0523 - PRINCIPLES LEARNING AND TEACHING 5-9 Educational Testing Service (ETS) All program completers, 2010-11	1					
ETS0524 - PRINCIPLES LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) Other enrolled students	3				89	170
ETS0524 - PRINCIPLES LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2010-11	15	174	14	93	98	175
ETS0524 - PRINCIPLES LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2009-10	19	177	19	100	98	175
ETS0524 - PRINCIPLES LEARNING AND TEACHING 7-12	10	173	10	100	100	176

Educational Testing Service (ETS) All program completers, 2008-09							
ETS0081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1						
ETS0191 -SPANISH CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	2						
ETS0191 -SPANISH CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	4					88	177
ETS5195 -SPANISH: WORLD LANGUAGE Educational Testing Service (ETS) Other enrolled students	2						
ETS0220 -SPEECH COMMUNICATION Educational Testing Service (ETS) All program completers, 2010-11	1						
ETS0220 -SPEECH COMMUNICATION Educational Testing Service (ETS) All program completers, 2009-10	1						
ETS0220 -SPEECH COMMUNICATION Educational Testing Service (ETS) All program completers, 2008-09	2						
ETS0221 -SPEECH COMMUNICATIONS Educational Testing Service (ETS) Other enrolled students	1						

Section III. Summary Rates

Group	Number taking tests	Number passing tests	Pass rate (%)	State Average pass rate (%)
All program completers, 2010-11	17	16	94	96
All program completers, 2009-10	19	19	100	96
All program completers, 2008-09	10	10	100	100

Section IV. Low-Performing

Provide the following information about the approval or accreditation of your teacher preparation program.

Is your teacher preparation program currently approved or accredited?

Yes

If yes, please specify the organization(s) that approved or accredited your program:
State
NCATE

Is your teacher preparation program currently under a designation as "low-performing" by the state (as per section 207(a) of the HEA of 2008)?
No

Section V. Technology

Does your program prepare teachers to:

- **integrate technology effectively into curricula and instruction**
  Yes

- **use technology effectively to collect data to improve teaching and learning**
  Yes

- **use technology effectively to manage data to improve teaching and learning**
  Yes

- **use technology effectively to analyze data to improve teaching and learning**
  Yes

Provide a description of how your program prepares teachers to integrate technology effectively into curricula and instruction, and to use technology effectively to collect, manage, and analyze data in order to improve teaching and learning for the purpose of increasing student academic achievement. Include a description of how your program prepares teachers to use the principles of universal design for learning, as applicable. Include planning activities and a timeline if any of the four elements listed above are not currently in place.

COURSE: Planning for Instruction

Objective: Candidates will demonstrate understanding of effective technology integration in the classroom.
Comment: Students have assignments that require them to do a technology rich lesson plan.

Course: Introduction to Teaching

Objective: Candidates are required to do a podcast, use the internet to find lesson plans for a topic of choice

Section VI. Teacher Training

Does your program prepare general education teachers to:

- **teach students with disabilities effectively**
  Yes

- **participate as a member of individualized education program teams**
  Yes

- **teach students who are limited English proficient effectively**
  Yes

Provide a description of how your program prepares general education teachers to teach

students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.

COURSE: Working With Diverse and Exceptional Learners

Objective: Candidates will learn how to adapt/modify curriculum and instruction, including the use of assistance technology, in order to meet the unique needs of students with diverse learning needs. Comments: Students are required to observe a resource room and discuss strategies that can be used in their classes. Candidates will be able to assess student's work for progress reports and updating individualized Education Programs. Candidates will understand characteristics of students with diverse learning needs. Candidates will understand the process of finding students in need of special education, evaluating for eligibility and assessing for program planning to meet the needs of students with diverse learning needs. Comment: Students will need to manage data and make suggestions for an IEP. Candidates will understand how linguistic diversity affects learning. Comment: Requires students to plan instruction and create learning opportunities that make content meaningful.

Does your program prepare special education teachers to:

- **teach students with disabilities effectively**
  NA

- **participate as a member of individualized education program teams**
  NA

- **teach students who are limited English proficient effectively**
  NA

Provide a description of how your program prepares special education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.

Kansas Department of Education does not recognize special education as an initial licensure program.

Section VII. Contextual Information

Please use this space to provide any additional information that describes your teacher preparation program(s). You may also attach information to this report card. The U.S. Department of Education is especially interested in any evaluation plans or interim or final reports that may be available.

Supporting Files

Baker University
Alternative, IHE-based Program
2010-11

Title II, Higher Education Act
OMB Control No.: 1840-0744 (exp. 9/30/2012)